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THE HOME VISIT AS A MEANS OF BUILDING A MORE
EFFECTIVE HOMEMAKING PROGRAM

by

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CHAPTER I

INTRODUCTION AND REVIEW OF LITERATURE

It is the accepted policy in North Carolina, as well as in many other states, that vocational homemaking teachers visit their pupils. The investigator followed the policy, but felt that she was not making full use of the knowledge and information secured from the visits. She wanted to find what others had accomplished through home visits, however, there was little printed material on the subject.

Deischer made a study in 1940 on "Practices of Iowa Vocational Home Economics Teachers in Relation to Home Visits", and found that the reasons most often checked for making home visits were:

1. "Secure evidence of problems of personal relations within the family group.
2. "To sense the general attitude of family members to each other.
3. "To discover evidences of economic conditions of family.
4. "To explain to parents what students were doing in class.
5. "To explain to parents their goals for home economics.
6. "To discover home living problems of students in order to aid in planning school experiences.
7. "To discern what some of the student's personal problems were.
8. "To notice whether student had made any applications of school experiences to home situations."¹

1. Deischer, Mildred E. Practices of Iowa Vocational Home Economics Teachers in Relation to Home Visits. Master's Thesis. Iowa: Iowa State College, 1940. p. 113.

Hess concluded from her study that:

"Since the experiences of the classroom must be adapted to the needs, experiences, abilities, and skills of the individual girls, the homemaking teacher needs to be acquainted with the homes in the community and with the girls in her classes. By thus being familiar with the girl's homes and the girls, the teacher can most beneficially help the girls in her classes, both as students and as individuals who are future homemakers."²

Martin evaluates her study on "Home Visiting Practices of Alabama Vocational Home Economics Teachers" by saying that: "The time that the home economics teacher invests in visits to the homes of her students bears rich dividends in human relations and in improved educational practices."³

It was with these desires in mind that the investigator chose for her thesis topic visiting her girls and experimenting with plans for class and home experience activities. The purposes of the study were:

1. To record and use comments and suggestions of the mother and other family members expressed during the home visits to guide the teacher in making unit plans and suggesting home experiences.
2. To discover through home visits the home and personal responsibilities which the girl might assume.
3. To use personal observations made by the teacher while home visiting and at school as a means of strengthening the homemaking program.

For the study, the third-year homemaking pupils at Sumner High School, Guilford County, Greensboro, North Carolina, were used. It was the investigator's first year as teacher in the above-mentioned school and her first year of supervising student teachers from The Woman's College, Greensboro, North Carolina. Since the pupils did not register

2. Hess, Marion Helen. Family Living of Albany, Oregon, High School Girls as a Basis for Homemaking Curriculum Development. Master's Thesis. Oregon: Oregon State College, 1946. p. 136.

3. Martin, Mary Love. "Home Visits." Journal of Home Economics. 35:575. November, 1943.

for the course until the beginning of the Fall term of school, she did not have any way of knowing who would be in the third-year class, and could not make the visits before school opened. They were visited as soon as possible after the school year began. No notes were made during the home visit, but as soon as the teacher returned from the visit she recorded the problems which she had observed during the visit on a prepared form (Appendix A, p. 46-68). When all the girls had been visited and the problems noted, the teacher then began on her evaluation of the home visit as one means of building a more effective homemaking program. The problems which she had observed from the visit were transferred from the individual pupil's record to forms for the various homemaking areas: clothing, foods, child care, consumer economics, family relationships, health, and housing (Appendix B, p. 69-82).

The clothing unit and the child care units are given as examples of what was done in class as a result from the observations made during the home visit, and five of the home experiences are shown as an example of the home activities carried on outside of class. Fictitious names are substituted for the real name of each pupil.

CHAPTER II

CLOTHING UNIT

From the reports on the home visits all comments on clothing were assembled on a form called Clothing Problems (Appendix B, p. 70). After studying these problems, the teacher decided to break the Clothing Unit into two parts: (1) construction and (2) clothing activities other than construction. In order to get more detailed information a clothing unit check-list (p. 5) was prepared and filled out by the pupils stating the garments they would like to make, and the new construction steps they would like to learn and expressing their first, second and third choice of other topics which might be studied.

Construction

The first part, construction, lasted four weeks. The class was pretested on their ability. They were also asked what clothing instruction they had had in their first two years of home economics, since this was the investigator's first year to teach them. Each girl selected and purchased her own material and pattern for the garment which she had stated that she wanted to make. They then chose partners to fit their pattern and for other fitting needs found during the construction of their garments. After the pattern was fitted to the owner, each one then cut out her own garment and began on the construction of it. Each girl consulted the teacher for help when needed, using her partner only to fit the garment to her, to pin up the hem and the like. At the end of the construction period they scored the garment themselves and had the score

Name _____

CLOTHING UNIT CHECK-LIST

1. (a) What do you want to make during the construction part of your clothing unit?

(b) What new steps will you learn in making this garment?

2. Check at least three items, giving your 1st, 2nd, and 3rd choice, which you would like to learn either as a class report or as a home project.

How to purchase textiles and clothing

Recognition of textiles and clothing

Points to look for in ready-made garments, especially those which cannot be or seldom are made

How to alter ready-made garments

How to prolong the life of garments

Letting down hems

Replacing elastic in pajamas

Sewing on snaps, buttons, slip straps, etc.

Darning, mending sweaters, etc.

Storing in mothproof containers

How to keep garments looking their best

Special laundering of wool and rayon garments

Pressing

Brushing hat and coat

Polishing shoes

Tinting sweaters

Using hat rack, hangers, and shoe bag or boxes

How to keep looking your best

How to purchase, use and care for sewing and laundry equipment

How to buy a sewing machine

How to oil a sewing machine

How to use the sewing attachments

How to select an iron

Comparison of steam and regular iron

Short cuts in Ironing

Short cuts in sewing

checked by the teacher. (See score card p. 7 .) Each girl was permitted to wear her garment as soon as it had been completed and scored. This had been requested at the beginning of the unit. Some were accustomed to having to wait to wear their garment until they were modeled in a fashion show. There was great resentment against the fashion show. Many stated they did not like to wear their garment after it had been modeled because it was not new to anyone after that, and they felt they were wearing an old garment.

Clothing Activities Other Than Construction

The second part, clothing activities other than construction, lasted two weeks. In order to get a wide distribution of subject matter, topics were suggested by the teacher based on each girl's interest as expressed in the clothing unit check-list and the record of the home visit. The suggestion was, of course, subject to the approval of the girl. The teacher had prepared a collection of pamphlets and illustrative material for each topic; each in its separate manila envelope. This material could be borrowed and used as desired by the pupil in the preparation of an oral report or demonstration on her topic.

One week was allowed for the preparation of this report. Most of the pupils worked under supervision during the class periods and at home. A few chose to make another garment and prepare for the class report at home with short conferences with the teacher during the class period and conference period. One was excused from the class period to go to town and get as much information as possible on her topic from sales people and demonstrators. There was not a great deal of interest shown on the first day, but after they once started studying their material, more interest and enthusiasm was shown on the part of each member.

Name _____

Average Score _____

Score Card For Construction of Garment*

Directions: Rate construction on each item which applies to your garment, rating 1, 3, or 2, depending upon whether the quality corresponds to the description in the left-hand column, or the right-hand column, or falls between the two. Add the scores at the bottom of the page. Then divide your score by the number of items rated and record the number as the Average Score in the upper right-hand corner of the page.

	1	2	3	Score
Thread	1. Coarse; does not match color of fabric.	Correct number; matches color of fabric.		1. _____
Machine Stitching	2. Crooked, too far from edge; not alike on both sides; stitch improper length.	Stitching even, correct distance from the edge, alike on both sides; stitch proper length.		2. _____
Seams	3. Unsuitable; uneven bulky, drawn, or improperly finished.	Correct, even, smooth, flat, edges properly finished.		3. _____
Darts	4. Unevenly or abruptly tapered; inappropriate length; not well placed; threads not tied or not backstitched at end of dart.	Evenly and gradually tapered; appropriate length; well placed; threads tied firmly or either backstitched with machine.		4. _____
Gathers	5. Improperly located and distributed.	Properly located and distributed.		5. _____
Grain	6. Off grain at center front and back.	Grain straight down center front and back.		6. _____
Shoulder Seam	7. Does not follow shoulder line.	Follows shoulder line.		7. _____
Underarm Seam	8. Crooked or slanting.	Straight and perpendicular to floor.		8. _____
Snugness of fit	9. Too tight or too loose.	Fits snugly but not too tight.		9. _____
Waist line	10. Too long or too short.	Fits natural waist line or else takes care of it.		10. _____

Score Card (Continued)

	1	2	3	Score
Placket	11. Gaps; is bulky; sides are uneven; ends insecurely finished.	Smooth; does not gap; sides even length; ends securely finished.		11. _____
Armseye	12. Draws; is stretched out of shape or cut too large.	Proper size and shape.		12. _____
Neckline	13. Draws; is stretched out of shape or too large.	Well shaped and fits smoothly.		13. _____
Facings	14. Stretched or full; unsatisfactory width; underneath part larger than top.	Smooth; satisfactory width; well turned and finished; proper joinings.		14. _____
Collar	15. Not cut on or with grain of material; not stretched to neckline; underneath part larger than top.	Cut correctly; properly attached; underneath side does not show.		15. _____
Cuffs	16. Attached before sleeves are stitched.	Attached after sleeves are stitched.		16. _____
Hemline	17. Uneven	Even.		17. _____
Hem	18. Conspicuous, uneven improper width; bulky; poorly pressed.	Inconspicuous, even, proper width, smooth, well pressed.		18. _____
Hand Hemming	19. Too fine, uneven, or conspicuous; ends or knots show.	Stitches even, inconspicuous; ends and knots concealed.		19. _____
Cleanliness	20. Soiled and wrinkled.	Clean and properly pressed.		20. _____

Total Score _____
Average Score _____

*Adapted from Clara M. Brown, Evaluation and Investigation in Home Economics, F. S. Crofts & Company, New York, 1941, page 184.

One week was allowed for the reports, one half hour for each girl. Each girl chose the time for giving her report. For instance, one girl wanted to be first so she could enjoy the other reports. The girls were nervous about the idea of giving a lengthy class report but after the first report, which was very well done and interesting to the girls, the others calmed down.

Clothing Experiences of Each Girl

The work of each girl in the two parts of the clothing unit is described below.

Bette Susan.--Bette Susan made a corduroy skirt during the construction part and checked short cuts in ironing as her first choice for the second part. This topic was suggested for her, because when the teacher made the home visit Bette Susan was doing the family ironing and had a table of sprinkled clothes before her to be ironed that evening after she had returned from school. The mother had been in the garden picking turnip greens, but came into the house as soon as the teacher arrived. She said: "I do the washing and I leave the ironing up to Bette Susan."

Bette Susan studied different bulletins and practiced folding her sprinkled clothes differently. Her main accomplishment was learning to iron a long sleeve shirt in five minutes instead of fifteen minutes. She brought one of her brother's shirts to class proving to the class the ironing could be done in five minutes. She sprinkled the shirt, giving folding instructions. While waiting for the dampness to go through the shirt, she gave a report on correct ways to hang clothes on the line to save ironing time. She then ironed the shirt and when finished, she let

the other members of the class unfold the ironed shirt and practice refolding it. This counted as one of her home experiences.

Josephine Ann.--While the teacher was visiting, Josephine Ann's mother stated that she would like for Josephine Ann to learn to sew this year since sewing made the mother so nervous that she had to hire even pajamas made. She pointed to a sewing machine and said that she could count on her hands the number of times she had used the machine since she had been married. Josephine Ann seemed interested. She made a light blue corduroy skirt during the construction part of the unit. She was very slow but did an excellent job on her skirt and was well pleased with it. She checked short cuts in sewing as her second choice for her class report. She chose to make a pair of pajamas using short cuts. She worked on them at home and at school and then gave a report in class showing her pajamas as a completed garment. She also showed samples of things she had learned that would save time such as: tailor-tacking with pins, basting with pins, using scotch tape to help her work a buttonhole on flimsy material and stitching seams on jersey.

Jenny.--For the first part of the unit Jenny made a gabardine skirt and had a very nice looking skirt when she had finished it even though she was not very interested in working on it. She made the statement that she had rather buy her skirts. Jenny checked the item on purchasing textiles and clothing for the second part. At the end of the first day's work on her report, she said: "Let's hurry up and finish this mess. I don't like this, I had rather have a discussion class. I get more from you telling us than having to read all this." At the beginning of the next class

period she was given individual help on recognition of fibers, weaves, fabrics and their finishes. She became interested in the few points that were discussed and the next day she brought to class her deceased sister's scrapbook, which was filled with samples of different materials. She had several samples picked out that she wanted the teacher to identify. While going through the files of the department, enough material was found on Botany woolen to make an attractive bulletin board. This is what she used on the bulletin board in the classroom:

MARY HAD A LITTLE LAMB



At the end of the week Jenny gave a very interesting thirty-minute report on the things she had learned. Her report was summarized by asking the class questions on fibers, weaves and finishes used in different samples and points to look for before they bought their next material or garments.

Beatrice.--Beatrice made a green corduroy skirt in the construction part of the unit and checked as her choice for the second part of the unit points to look for in ready-made garments, especially those which cannot be or seldom are made. Beatrice stated that she hated to sew, but was interested in making her skirt especially when she learned that she could wear it at the end of the third week. Her mother had a portable machine and had made most of her clothes for her. Beatrice gave a very interesting report and demonstration in class. She discussed the buying of hosiery, slips, bras, panties, girdles, and blouses. She brought a pair of hose to class and pointed out the way to recognize full-fashioned hose, how to tell the size by counting the notches found in the foot. She brought a fancy lace trimmed slip and a tailored slip to class and compared the workmanship and pointed out items to look for when buying. She also brought different priced panties, bras, girdles and blouses to class and showed us things to look for before buying. One of the blouses was a \$5.98 blouse bought on sale for \$2.00. The only reason for the price cut was the soiled neckline and shoulder seams. She pointed out the length of stitching found in the blouse as compared to a \$1.00 blouse she had.

Beatrice took clothing construction for her home experience, and made another skirt by the same pattern she had used in class. Her mother had bought her an evening gown which was too large through the waist and bust, so Beatrice removed the zipper and altered it. She also made a blouse as a part of her home experience.

Catherine Lou.--Catherine Lou came into the Home Economics department before she would register to ask if everybody in third year would have to make a wool suit. The reason given for asking was that she could not sew. She said she had had two years of home economics but could not sew.

With the help of every class member she had managed to finish her garment. While making curtains for the foods department, the teacher tried to pretest Catherine Lou's ability by asking her to stitch the hem in the first curtain. She said she could not because she was afraid, but after the teacher showed her where to stitch she sat down and hemmed it. When she had finished she said: "Give me another piece; this is not as hard as I thought it was". From then until the curtains were finished she stayed at the machine and stitched hems in them.

For the construction part of the clothing unit Catherine Lou made a black gabardine skirt. She required a lot of individual help, but completed her skirt and was very pleased that she had done all of the work herself. She wished she could take her first two years over again. When she had completed her skirt, she asked if she could bring some material and make a pair of pajamas.

Catherine Lou works on the second shift in a local mill and comes to school in the daytime. She plans to buy her mother a sewing machine as soon as she gets some other furniture paid for. Information concerning machines was gleaned from the Consumer Report and local dealers. A report was made and pictures of the different heads and cabinet styles were shown. Catherine Lou had selected a machine to purchase. A picture of this machine was shown to the class and the reasons for its selection were pointed out.

Catherine Lou took ironing short cuts for her home experience. Other than working on the second shift in the mill and going to school, she also does most of the family ironing. Her twin brother works away from home but sends his clothes back to be washed and ironed. Catherine Lou was able to save from seven to twelve minutes on ironing one long sleeve shirt.

Kathleen.--Kathleen's right hand is off at the wrist but she did all the duties, such as, cleaning the laboratory, putting her machine away, putting the iron and ironing board away when it was her turn. She even made a plaid woolen skirt during the construction part of the unit and made all the plaids match. For the second part of the unit she checked the care of the sewing machine. In class she demonstrated oiling the machine and reported ways of removing oil from garments, if there should be an excess of oil applied and some should get on the garment. The remainder of her report was directions for removing other stains such as chewing gum, blood, grass stain, fruit stain, iron rust and mildew.

Kathleen made a wool gabardine dress for one of her home experiences.

Rose.--When the teacher visited Rachel, her mother and grandmother were grading tobacco. The mother said that what she wanted most for Rose to get from homemaking this year was learning to sew. She said that she liked to sew, but that she did not have time for it or for teaching Rose anything about it with all the other things which she had to do around the house. Her father had taken Rose to the doctor that evening but they returned before the teacher left and he, also, stated that he wanted her to learn to sew.

Rose made a gabardine skirt in the construction part of the unit and for the second part she checked special laundering of wool and rayon. She asked if she could make a pair of pajamas while she was working on her report. This request was granted. She made her first flat fell seams on her pajamas and learned to pin-baste and developed speed. For her report at the end of the unit she demonstrated washing a woolen sweater in the washing machine. The original shape of the sweater was marked with pins on bath towels before it was washed. Questions arose among class members

regarding the temperature of the water and the advisability of using the washing machine. Rose's confidence did not waver as she assured them that the water was only slightly warm and correct methods were being used. She also gave a report on the correct way to hang skirts and men's trousers on a rack in order to prevent wrinkles.

When the sweater was washed, it was taken out of the machine and placed back on the towels and shaped to the outline which had been made before it was washed. It was left to dry until the next day.

Rose took the material she had left over from making the skirt in class, and made a weskit for her home experience.

Frances.--Frances works in a local dime store each afternoon after school and on Saturdays. She was not at home when the teacher made the visit. The sister, with whom she lives, stated that Frances bought most of her clothes ready made. She told the teacher also that Frances had not shown any interest in household duties until the past summer when her boy friend made the statement that he would not marry a girl who could not even make coffee. Frances' brother-in-law had been a cook in the army, and she asked him to teach her to cook. Frances also showed great interest in learning to make clothes for herself. She made a gabardine skirt in class and checked the item on altering ready-made garments for the second part of the unit. She also asked if she could make a corduroy skirt while working on her report. The reason given for wanting to make the second skirt was fear that she would forget the steps she had learned and the desire to see if she could make the second one without help. The only help that she required was guidance in placing the pattern on material with nap. This was her first experience in working with corduroy.

For her class demonstration she used a skirt that was too large through the waistline and showed how it could be altered. With another skirt she demonstrated making the waistband smaller. The band was taken off in the back and the skirt was to be altered in the back seams or by the use of darts. A lined jacket was altered to fit in the waistline. These alterations were shown to the class with an explanation of the next steps to be taken. She also showed them a dress which had been lengthened with ribbon at the bottom and how the crease had been taken care of by stitching a narrow piece of ribbon over it.

Frances made a pink pique skirt and a plaid dress for her home experience.

Callie.--Callie made a two-piece dress in the construction part of the unit. When plans were being made for the second part of the unit she remarked: "Do you mean we aren't going to sew any more? Why, this is our last year in Homemaking and if we are ever going to learn anything else, now is the time. I feel like I need some more help." A vote was taken to decide whether to continue the construction part. Four voted for and seven voted against it. Her desires were met by letting her take the sewing machine attachments as her topic for the last two weeks, and make a garment using them. She discussed this project with her parents. Her father told her that he could not buy her any more material and build the bathroom too. She decided that the bathroom was more important. For her clothing report she made a blouse from the skirt of an old wool jersey dress. Some attachments were used in the process. After this was finished, she decided she wanted to make an apron. Callie had planned to make the apron from feed sacks, until her mother suggested that she use some material which had been left from another garment. She brought it to class the next

day and made her an apron, using the gatherer and hemmer on it. She was very pleased with both her blouse and her apron. Neither one cost any money other than the five-cent spool of thread since she covered her own buttons for her blouse.

Pauline.--When the teacher visited Pauline she was taking care of her two smaller sisters. Her mother and father did not return from work until seven o'clock. Pauline stated that she made a great many of their clothes. In the construction part of the unit she made a light blue corduroy skirt for one of them. For the other part of the unit she checked the item on tinting sweaters. That evening she learned that her mother had sent the sweater that she had planned to use to the cleaners. The next day when she reported her progress one of the class members asked if she would do something to the jersey blouse that she had on. It had been washed and had splotted. Pauline had her to bring it the next day and with a box of color remover she took all of the old coloring out. The following day she washed it again and then re-dyed it. The owner was well pleased with it and liked the color even better than when it was new. She was pleased to know that she could wash it and not have to worry about the color any more.

Dorothy.--Dorothy was making a bridesmaid gown the evening the teacher visited her. She needed some help on finishing touches. In class she made a silk long sleeve blouse and part of her needs were met there. Much to the teacher's surprise she checked the item on pressing for the second part of the unit. She also asked to make a white topper during the last part of the unit and use the pressing techniques on it. A very interesting report and demonstration were given in class.

To illustrate the points on pressing a wool garment Dorothy made samples. These had already been used in the garment which had been made. The demonstration included: the big dart on the shoulder, the bias seam down the back, and the crossing of seams.

She also stressed the importance of having a pressing center near the sewing machine and of having the board near a window for good light. The department did not have all of the equipment needed. Sketches of various shaped pressing pads were made. These were labeled and shown to the class as they were discussed.

While making her topper she was pressing some of the interfacings and got some starch on the iron and did not know how to remove it. She asked the teacher for help. In her report to the class she told them about the trouble she had had and how starch might be removed from an iron by placing salt on a piece of brown paper and rubbing the iron on it until the starch came off.

Dorothy did not get her topper finished during the last two weeks but took it home and worked on it and brought it back twice for help. The teacher visited her one evening to see if she needed any more assistance with it and found that she and her mother had gone to town to buy her wedding clothes. Her sister showed the topper; it was checked and the next step was pinned for her. The construction of these two garments comprised Dorothy's home experience.

Summary of Clothing Unit

In the two parts of the clothing unit--1. Construction, and 2. Clothing activities other than construction--the girls had a very broad range of subject matter, and each girl had an opportunity to choose

problems which were real to her. Seven home experiences were inspired by the clothing unit: two ironing short cuts, and five clothing construction experiences by some of the girls who disliked even the thoughts of clothing construction at the beginning of the unit. Two of these home experiences are described later.

CHAPTER III

CHILD CARE UNIT

The child care unit followed the close of the mid-semester examinations. Two new girls joined the class; making a total of thirteen girls for the last semester of the school year.

The length of the child care unit was six weeks. During the first class period the teacher learned that only one out of the thirteen girls had ever studied a unit in child care. From observations and contacts during the home visits (see p. 76) and from the class discussion on the first day, it was apparent that some did not like children because of all the care and attention needed by them. The remainder of the first week was spent in discussion on the care and needs of small children. An observation sheet (see p. 21) for use over the week-end developed out of the discussion. Each girl was to observe a younger brother or sister or neighbor's child during the week-end and fill in the form, indicating what the child did, what the adult did, and the result. The observations were discussed in class the second week. This discussion was supplemented by an account from each girl of at least one bad habit she could remember during her childhood days, and what was done to correct her of that habit.

The third week began with a discussion of the responsibilities of parenthood. During the week a check-sheet listing the privileges and responsibilities of parenthood (see p. 22) was prepared, discussed, and then checked by each girl. The teacher had observed some of the responsibilities being poorly carried out and conflicting ideas about parental

Name _____

OBSERVATION OF CHILDREN

[illegible]

RESPONSIBILITIES AND PRIVILEGES OF PARENTHOOD*

Directions: Check in one of the columns at the right who should have each responsibility or privilege listed. Key to abbreviations:
H, Husband; W, Wife; B, Both; N, Neither

1. MONEY

A. Responsibilities

	H	W	B	N
1. To earn the living	:	:	:	:
2. To plan the spending	:	:	:	:
3. To do the buying	:	:	:	:
4. To make the savings	:	:	:	:
5. To have life insured	:	:	:	:

B. Privileges

1. To know about the whole income	:	:	:	:
2. To know where all of it goes	:	:	:	:
3. To have some <u>free</u> money to spend	:	:	:	:
4. To accept money from own parents	:	:	:	:
5. To give money to own parents	:	:	:	:

2. SEX

A. Responsibilities

1. To remain virgin until marriage	:	:	:	:
2. To be "true" to my partner after marriage	:	:	:	:
3. To be considerate of sex wishes of partner	:	:	:	:
4. To remain attractive and appealing	:	:	:	:
5. To guide the children's sex education	:	:	:	:

B. Privileges

1. To have access to sound sex information	:	:	:	:
2. To use reliable birth control	:	:	:	:
3. To have satisfying sex life with partner	:	:	:	:
4. To have flirtations after marriage	:	:	:	:
5. To avenge a violator of my marriage	:	:	:	:

3. CHILDREN

A. Responsibilities

1. To take care of the children	:	:	:	:
2. To discipline them	:	:	:	:
3. To train them in health habits, orderliness, manners, etc.	:	:	:	:
4. To set a good example	:	:	:	:
5. To reassure them--give love, security, encourage- ment	:	:	:	:

B. Privileges

	H	W	B	N
1. To play with them	:	:	:	
2. To receive love from them	:	:	:	
3. To have obedience and respect from them	:	:	:	
4. To get a rest from them at times	:	:	:	
5. To have partner uphold you in eyes of children	:	:	:	

4. HOME DUTIES

A. Responsibilities

	H	W	B	N
1. To do the regular housework	:	:	:	
2. To do the heavy work around the house	:	:	:	
3. To do repairs on house, furniture, and equipment	:	:	:	
4. To care for the car (wash, repair)	:	:	:	
5. To care for sick members of the household	:	:	:	

B. Privileges

	H	W	B	N
1. To raise flowers or have some other hobby	:	:	:	
2. To have food likes met	:	:	:	
3. To have appreciation for housekeeping	:	:	:	
4. To place the fun of living ahead of housekeeping	:	:	:	
5. To have house clean and attractive	:	:	:	

* Dorothy Fitzpatrick. Concepts of Husband-Wife Roles Held by Boys and Girls in a Southern High School. Master's Thesis. University of North Carolina, Greensboro. 1950. Adapted to present use.

responsibilities creating problems in the homes. She wanted to evaluate the discussion by seeing how the individual girls had checked the different items.

Since financial responsibility seemed to be their main interest, the latter part of the fourth week and the fifth week was spent on a study of family finances. The pupils made a list of the items to be taken care of out of the income. Since most of the group were seniors they included in the family expenses all the personal expenses of a high school senior. The teacher tried to stress the importance of being aware of one's place in the family financial picture, and learning to give and take.

A family council, in the form of a socio-drama, developed out of the discussion. Catherine Lou, the girl who works in the mill, was chosen by the class to play the role of the father. She, in turn, chose another member to be her wife. In order to know how many children to include in the family council, a survey was made in class to find the number of children in each home. They ranged from one to twelve with five as the class average for number of children in family. They set up the following roles to be included in the family council: high school senior girl, eleventh grade boy, eighth grade girl, fourth grade boy, and one preschool boy. Class members volunteered for the different roles with each one deciding on her own request or needs at the family council.

The family salary for the year was then decided upon, and the figures were placed on the blackboard by one of the class members. This figure was much larger than most of the incomes made by the families represented, but was left unchanged in order to put over certain points.

The teacher felt that the pupils should be aware (1) that it took more than \$20.00 a month to cover the necessities of a young couple. Jenny was planning to marry a boy who drove a school bus, making \$20.00 a month. The teacher wanted her to think twice over that income before she married him. However, nothing personal was said in class. She did marry him, but he soon took a better paying job. (2) The teacher felt also that the pupils should realize that it takes planning, even on a large income, to cover all the requirements of a family.

The items listed previously to come out of the income were placed on the blackboard, and the amount to go for each item was decided upon by the family council with comments from the other class members and the teacher. Most of them began to get discouraged or surprised at the amount required for a family and began to do some serious thinking. The two members playing the roles of the senior girl and the junior boy changed their minds and did not request all the things they had planned. Other class members, as well as the family council, began thinking of ways they could add to the family income. The eleventh grade boy decided he could drive a school bus and add \$20.00 per month to the income; the senior girl decided she could baby-sit and help with her expenses.

After two days the family council changed into a class discussion again, continuing with discussion on the responsibilities of baby-sitters. Most of the class members baby-sit for neighbors, and all of the class, except one member, had at some time taken care of children and received pay for it. The "Ten Essentials of Baby Sitters" check list (see p.26) was used. Each member scored herself on the last time she cared for a child. Problems they had encountered while baby-sitting were brought out

Ten Essentials for Baby Sitters*
(A check list)

Directions: Check each of the following below by circling the proper answer. Try to answer according to what you do, rather than what you think you ought to do.

- | | <u>Circle one</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| | Yes No |
| 1. Do you get information for yourself and your family before you take a sitting job?
Time to arrive, the number of children, their ages, the address and when and how you can come home. | Yes No |
| 2. Are you prompt, dependable, and courteous?
Arrive a little before time. Follow instructions. Use good judgment in the use of household facilities and food provided you as guest, limit telephone conversations, take telephone messages, and keep radio low. Invite friends only with permission. | Yes No |
| 3. Do you arrive adequately equipped?
Have your own sweater, watch, pad and pencil. Flashlight at night. If you need nourishment bring some in your pocket. Pack your "Bag of Tricks" for an older child. Bring homework or a book to read for night sitting. | Yes No |
| 4. Do you know where to reach help if you should need it?
Ask for telephone number to reach parents or other responsible adult. Also the doctor's, the police and the fire department numbers. Write them down in your pad. | Yes No |
| 5. Are you familiar with the household before the mother goes?
Familiarize yourself with the house. Locate the telephone, the light switches; learn how the stove works. Find out about the child's routine and belongings. Find out about the family pets. | Yes No |
| 6. Do you keep a constant and careful watch to protect the child?
Keep dangerous, foreign bodies easily swallowed, sharp hot, and poisonous objects out of reach. If out of home, keep him safe from traffic and from hazardous heights. | Yes No |
| 7. Do you check on a sleeping child at least once every hour and listen for him between times?
Check him frequently to see that blanket is not binding, crib is fastened securely, he is warm enough, he is breathing regularly, he is out of draft. | Yes No |

8. Do you treat a child as you would like to be treated? Yes No
 Make eating, bathing, preparing for bed and other routine activity enjoyable. Tell a bedtime story after the child is tucked in bed. Talk to and soothe a crying child.
9. Do you play safe about health? Yes No
 Give medication only under orders. Only the minor cuts and bruises should be treated by you. For anything out of the ordinary or if in doubt call for advice.
10. Do you like and enjoy children? Yes No
 Interested in what they do and enjoy their company. Have fun with them and like to be with them.

Number of yes's X 10

Your Score

Each yes counts 10 points and no's will not give you any points. Count the number of yes's and multiply by ten to get your score. Rate yourself as a baby-sitter according to your score as follows:

Below 40 points Poor Risk
 40 to 60 points Questionable
 60 and 70 points Acceptable
 80, 90 and 100 points Very Good

Try to improve your score each time you baby-sit.

* This check-list was an outgrowth of Course S527 during the 1950 Summer Session, Woman's College of the University of North Carolina. The person's name is unknown who revised it from a magazine article.

and discussed in class. Habits of children, such as: poor food habits, nail biting, thumb-sucking, bed-wetting, speech defects, and the like were discussed. The day the discussion led into heredity and environment Miss Louise Lowe, the Assistant State Home Economics Supervisor, was present and added to the discussion which helped the girls see both sides of the picture. At the time of this unit, two of the class members were planning to be married, and were married a month later, but from the expression on their faces one could see they were thinking of things they had never thought of before.

"Life Begins" was the topic of the sixth week. Discussions were on the following: early signs of pregnancy, the care of the mother, venereal diseases, the new-born child, development of the child, and ending with the needs of the child.

Summary of Child Care Unit

Interest and participation were shown by each member throughout the unit. Two child care home experiences grew out of the unit. One by Rose is described in detail later (see p. 36). The other one was by Betty Henderson, one of the new girls. Betty has one sister and a four-year old half-brother. Her half-brother was spoiled and had very poor eating habits. She worked with him on his eating habits for her home experience and was very pleased with her results.

CHAPTER IV

SUGGESTIONS FOR OTHER UNITS

On the basis of the findings on the Food, Health, Housing, Consumer Economics, and Relationship problems (Appendix B, 72-75, 78-82), questions are raised concerning possible ways in which the homemaking program could be made to fit the pupils' needs in these areas.

Foods Unit

Almost all of the girls assumed some of the responsibility for meal preparation at home--some because the mothers worked and came home after the girls got home from school. One girl mentioned above had recently acquired an interest in food preparation because she wanted to get married, and had asked her brother-in-law, an army cook, to begin teaching her. Another girl would not prepare meals because she felt that others could do the job better, but she washed the dishes while her sister cooked. Since so many of the girls have some responsibility or interest in food preparation at home, a need for information about meal preparation was indicated. The teacher should work with the pupil on an individual basis after discovering each girl's present abilities and standards of work. She should, also, check to be certain that her first and second-year classes receive adequate training in food planning, purchasing, preparing and serving, so that their needs will be met early.

Special food problems of a few girls were: liking to eat and being overweight, care of new kitchen and equipment, the difficulties of managing time so as to balance home and school and personal interests.

Housing Unit

The most common housing problem was caring for the house and lawn. The attitudes expressed toward that responsibility were favorable except for one girl who was not interested in it because she would rather spend her time with her boy friend at motorcycle races. Most of the girls and their mothers have set high standards for themselves and do a good job of cleaning. Perhaps they did not do it with ease.

A variety of other housing problems were also observed. One family was in the process of remodeling. Others desired space for privacy, more storage space, and more furniture and equipment. As the need for, or interest in these problems was indicated by the pupils, the teacher should aid in securing helpful materials. Problems such as these might be met through home experiences or class projects.

Consumer Economics Unit

Of the eleven girls, one made too great demands on the family purse, two earned their own money, one helped support the family, one was aware of the management problems of a landlord. No observations were made concerning the consumer economic problems of the other girls. Further information should be obtained from individual girls through conferences or through check-lists. Perhaps class reports on solutions of individual problems would help to broaden the interest of the girls in financial matters.

Health Unit

A very wide range of personal health problems was found. Several of the girls were underweight, two were overweight--one because of two recent operations and thyroid trouble. Four were sensitive about freckles,

pimples, a bad scar on the neck, and a missing hand. One had extremely long fingernails which were not well cared for. One was nervous and had a tendency to worry, and another had asthma.

These observations would indicate a definite need for a health unit in the homemaking program, in addition to the contributions of the food and other units.

Relationship Unit

Such problems as the spoiled younger brother, the responsibility of keeping two small sisters quiet while her cousin--who worked on the third shift and used the parents' bedroom while the parents worked on the first shift--slept, and also the responsibility of caring for the family while both mother and father worked were combined with the child care problems. The problem of relatives living in the homes concerned four of the girls. In one family the members were very close to one another, although they were still depressed over the loss of a son in the army. One girl had an inferiority complex because of her twin brother who could always do everything well. One was the only child, still pampered by the mother, who used "baby-talk" and who had no interest in anything except her boy friend. Three girls were planning to be married soon--two got married during the school year and continued to come to school. One girl lived with a sister while her parents lived with another of her sisters. Another was the daughter of a minister who showed a great deal of interest in his family. One had a study problem, keeping her parents awake at night because she had to read her French aloud in order to remember it and did a lot of weeping over it. One mother was very fond of her daughter's boy friend. Another girl did not date and saw no sense in it; she preferred to

work and help support her family. Another girl had a financial problem because of the physical condition of her father which meant that the labor for the farm had to be hired. One was the only child at home and the mother was concerned over choice of a vocation.

Since these problems were so common and so diverse, perhaps class discussions or activities especially on boy-girl and family relationships were especially important.

CHAPTER V

HOME EXPERIENCES

The home needs and individual needs of each pupil were kept in mind as the teacher made out a list of home experience suggestions (p. 34). This list was kept by the teacher, and was not available for the pupil's use. As the pupils came for conferences concerning their home experiences, the teacher placed each desire or request of the pupils along with the others after the pupil had gone. Several times the pupils came without any definite plan or idea and asked the teacher for suggestions for a home experience. If the teacher made the suggestion it was put in small letters on the chart and if the pupil had the same idea as the teacher, the idea was underscored. If the suggestion or idea came from the pupil, it was capitalized on the chart.

During the school year, each pupil was required to complete two home experiences. The form for reporting their experience will be found on page 35a. Five of these experiences are presented.

Catherine Lou, who works in the mill, took ironing short cuts for one home experience. When the teacher visited in the home, the mother told how many children she had, where each one was, and what he or she did. She said that Catherine Lou's twin brother still sent his clothes back home to be washed and ironed. Catherine Lou decided on this home experience idea when she saw the class demonstration given on ironing a man's shirt. She said: "That's what I need. That's it exactly, because I have to iron a dozen or two every Saturday morning." The teacher knew the home situation and encouraged the ironing short-cut idea, giving her

HOME EXPERIENCE SUGGESTIONS

	: FOOD	: CLOTHING	: HOUSING	: CHILD CARE	: FAMILY ECONOMICS	: RELATIONSHIPS	: HEALTH
Dorothy	:Meal Preparation	:*BRIDESMAID GOWN	:*REUPHOLSTERED: OLD CHAIRS FOR HER HOME		:Buying furniture		:Gain Weight
Bette Susan		:*IRONING SHORT CUTS	:*YARD IMPROVE-: MENT		:Record of Farm Income	:Adjusting to : Sister-in-law:	
Pauline	:*Meal Service: and Work Simplification	:Clothing Short Cuts	:Arranging of Bedroom. :*PAINTING TRELLIS	:Care of Two : Smaller Sisters		:Adjusting to : Cousin living: with them	
Josephine Ann	:*Meal Preparation and Service		:*YARD IMPROVE-: MENT			:Study habits. : Find what she: excels in.	:Pimples on face. Correction of.
Rose	:Diet	:*Clothing Short Cuts	:More Storage Space	:*Help Tongue-: tied Sister and Brother With Speech			:Posture and Appearance
Frances	:Meal Preparation	:*CLOTHING CONSTRUCTION	:*YARD IMPROVE-: MENT		:Plan for use of her income	:Clerk ethics	

	FOOD	CLOTHING	HOUSING	CHILD CARE	FAMILY ECONOMICS	RELATIONSHIPS	HEALTH
Beatrice		*Construc- tion	*Fix Bedroom			Overcome use of Baby talk	Develop new interests
Catherine Lou	Diet	*IRONING SHORT CUTS	*YARD IMPROVE- MENT	Care of half- brother	Budget		
Jenny	*Food Prepar- ation		*REARRANGING ROOM	Care of small- er sister	How to support family		
Callie	Food Prepara- tion		*Plan inside bathroom *SLIP COVERS FOR COUCH				
Kathleen		*SHORT CUTS IN SEWING				*Social con- tacts or vocations	Ways of over- coming handi- cap

Small letters - Teacher's suggestion.

Capital letters - Pupil's idea.

Underscored - Pupil and Teacher had same idea.

* - Home Experience carried out by girl.

HOME EXPERIENCE REPORT

Name _____ Year of Home Economics _____
 School _____ Date Turned In _____
 Project Started _____ Project Completed _____
 Name of Project _____

I. Plan of Work:

- a. My reason for choosing.
- b. What I plan to do.

II. Story of experience

III. Summary of experience

What I did :	Approximate :	Materials :	Cost :	Help Received
:	Time Spent :	Used :	:	:
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:

IV. Evaluation: (satisfaction or dissatisfaction with the outcome; changes would make if doing again; value of experience to me; value to others; information and skills learned, etc.)

Mother's Signature _____

Teacher's Signature _____

pamphlets to help her with her ironing. Catherine Lou was able to save from seven to twelve minutes on ironing one long sleeve shirt.

Kathleen's mother was very concerned about Kathleen's school work and discussed it with the teacher during the visit. They had just moved into the community. She had wanted Kathleen to take typing, because she felt that maybe she could do office work and not be handicapped with her missing hand. Kathleen was not admitted to the typing class because of her late entrance and her lack of experience. Therefore, the mother was upset and was wondering just what Kathleen could do after graduating from school.

Kathleen did one home experience in clothing, and did not know what she wanted to do for the other experience when she came for a conference. The teacher, knowing how much the mother was concerned, suggested she secure information on different vocations for her home experience. She became interested and spent much time on it. She gave reports on her findings in the relationship unit and told the class she had settled on the idea of entering college and majoring in home economics.

Rose, the minister's daughter, had a sister in the second grade who had a speech defect. The teacher noticed the defect when she was visiting in the home, but nothing was said concerning it. During the child care unit when the discussion was on the effect of heredity vs. environment on speech, Rose told the class about her smaller sister's speech defect, and what temper tantrums she would have if the family laughed at her or made her repeat her words. Rose was encouraged to take that problem for her home experience. She went home and talked to her mother about it, and came back the next day saying that her mother wanted her to take it for her home experience.

The mother had been helping the small child with her lessons, but Rose took over that responsibility. The class asked her not to laugh or make fun of her sister, and not to make her keep repeating words which she had difficulty with. Rose worked with her and would speak her words clearly and distinctly, which was an asset to Rose also, and at the end of the six-weeks report period, the child had raised her reading grade ten points.

Beatrice, whose main interest was her boy friend and his motorcycle races, took clothing construction for one of her home experiences and rearranging of a room for her other experience. Her house is very attractive on the outside, but the front door opens into a bedroom. When the teacher visited the home, the mother was resting after a day's work in the mill, and Beatrice was in the room feeding a small lizard which her boy friend had bought her at the Greensboro Fair. The lizard was kept in a shoe box covered with screen wire. The adjoining room was a bedroom also, with a couch in one corner.

During the housing unit Beatrice began to take a little interest and decided to do something to her living room for her home experience. She washed the windows, the woodwork, and the Venetian blinds. She took down the white ruffled curtains, ironed them after her mother had washed them, rearranged and dusted the furniture, and fixed a pretty flower arrangement and placed it on the table. The flowers were plum limbs and jonquils which came out of the yard. Beatrice seemed very pleased with the looks of her room and so did the mother.

Josephine Ann took meal preparation and serving for one of her home experiences. Her mother did not like to work in the house and left the evening meal for Josephine Ann to prepare while she did the outside work. Josephine Ann had a study problem. She tried to prepare the meal

and work with her lessons at the same time. She could not do both well and kept her parents awake later at night because she had to read her French aloud in order to remember it. When the teacher visited her, she had the dining room table covered with books and was preparing the evening meal also.

The teacher worked with her and helped her plan her meals and persuaded her to postpone the studying until she could concentrate on it.

Josephine Ann chose the planning, preparation and serving of the meals for two weeks for the family as a home experience. The following is her evaluation of her experience: "I think my cooking was very good. I tried to have different things each night, and not have the same things two nights in a row. My parents thought it was good. If I were doing it again I would try to have more vegetables and not as much meat. I think it was good experience for me, and I learned to cook and bake things that I had never prepared before. It is more fun when you think ahead and know what you are going to have. I learned how to save time and to use leftovers from other meals. My information came from my cook book, which I got from the home economics department."

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A study was made in the Sumner High School, Guilford County, Greensboro, North Carolina, to evaluate the home visit as one means of building a more effective homemaking program. The objectives of the study were: (1) to record and use comments of the mother or other family members expressed during the home visits to guide the teacher in making unit plans and suggesting home experiences, (2) to discover the home and personal responsibilities the girl might assume, and (3) to use personal observations made by the teacher as a means of strengthening the home-making program.

The teacher visited the homes of her pupils as soon as possible after school had opened and the girls had finished registering for the course. No notes were made during the visit, but as soon as the teacher returned home she wrote down problems she had observed during the visit which concerned the girl. After all the homes had been visited and the problems noted, the teacher then classified the problems of all the pupils according to homemaking areas.

A very wide range of problems were found in all seven homemaking areas. Some of them appeared to be very common and some to be very individualistic. The following are some of the problems noted:

<u>Subject Matter Area</u>	<u>Common Problems</u>	<u>Individual Problems</u>
Foods	Almost complete responsibility for meal preparation and service at least for the evening meal.	Weight control. Time management. Care of new equipment.

Clothing	Lack of construction experience. Dislike of fashion show. Narrow range of clothing knowledge.	Dislike for sewing.
Health	Sensitiveness of physical conditions such as freckles, pimples, scars, and missing hand.	Extremely long and unkept fingernails. Nervousness and worry. Asthma. Operations and thyroid trouble. Overweight. Underweight.
Consumer Economics	Selfish demands on family purse. Management of personal money.	Earning own money. Helping support family.
Child Care	No previous study of child care. Lack of interest in children. Wrong attitude towards children. Poor relationships among family members.	Only child, still being pampered and using "baby-talk." Spoiled younger brothers.
Housing	Care of house and lawn. Storage space, furnishings and equipment.	Sleeping in shifts. Wrong attitude and lack of interest. Plans for remodeling. Need for privacy.
Relationship	Care of children while parents worked. Relatives living in the home. Lack of previous study of relationships. Need for boy-girl and family relationships unit. Marriage of high school girls. Choice of vocation.	Inferiority complex. Study problem. Loss of brother in army. Broken family.

In the teacher's opinion the following techniques seemed to help solve some of the girls' problems:

- A. The fact that the teacher met the family early in the school year and got their ideas on what they wanted their girl to receive from the third year homemaking class and made her own observation helped her plan her class activities.

1. The division of the clothing unit into two parts helped the girls to solve a wide range of problems other than construction relating to clothing: pressing techniques; short cuts in ironing; short cuts in sewing; altering ready-made garments; buying of textiles, ready-made garments; selection and care of the sewing machine; use of the sewing machine attachments; removing stains; dyeing of clothes; and laundering of wool and rayon garments.
 - (a) "Clothing construction" lasted four weeks. The girls were pretested, allowed to choose the garment they wished to make, listed the new problems involved in the making of the garment, constructed the garment, scored the completed garment, and were allowed to wear the garment as soon as it was completed and were not required to model it in a fashion show.
 - (b) "Clothing activities other than construction" lasted two weeks. Each girl selected a special topic and was required to give a 30 minute report or demonstration on her topic at the end of the two weeks. Helpful pamphlets on the selected topics were assembled and placed in large envelopes for the girls' use. Also, individual help during the supervised study was given to help them find information on their reports. One girl was excused to go up town and see demonstrations by salespeople and demonstrators on her topic. They were given the choice of using the class period to work on their topic or they could continue making another garment and work on their report outside of class with conferences with the teacher when needed. The individual reports and demonstrations helped the girls with personal poise as well as being able to cover a wider range of the clothing information.
 2. The child care unit included discussions of many of the girls' personal problems. Their interest in caring for children was aroused through the making and filling out of an observation sheet and through the discussion. The family council, in the form of a sociodrama, proved helpful in putting over a clearer picture of financial responsibilities of parents. Thus, the girls were helped to see the demands which they were making on their parents and in learning to give and take.
- B. The home conditions and the requests of the parents were kept in mind also as the teacher made out a list of suggested home experiences for each girl. This list was not available to the girls but helped the teacher to remember their needs and to encourage them along the way.

Each girl did two home experiences during the year. According to the homemaking areas, there were: seven in clothing, two in child care, three in foods, eleven in housing, and one in relationships.

For the development of the homemaking curriculum, the investigator suggests that the teacher: (1) plan her visits in such a way that she is aware of common problems and individual problems of first year, second year, and third year pupils, (2) deal with the common problems through class units and (3) with the individual problems through home practices and home experiences. Home visits should be timed to catch members of the family other than the homemaker at home.

For further research, the investigator recommends an analysis of information obtained through home visits to first year pupils and second year pupils as a basis for developing and planning an allocation of the various activities in the three years of the homemaking program.

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APPENDIXES

APPENDIX A
PROBLEMS OF INDIVIDUAL PUPILS
AS NOTED AFTER HOME VISIT

Name of Girl Josephine Ann Bennett
 Parents' Name Mr. & Mrs. J. L. Bennett
 Date of Visit October 4, 1950

THE HOME VISIT AS A MEANS OF BUILDING A MORE EFFECTIVE HOMEMAKING PROGRAM

Homemaking Units	Pupil's Problems		
	Family* is aware of	Girl is aware of	Teacher is aware of
Clothing	Makes none of her	Hires her pajamas made.	
Buying	clothes. Buys them	Mother has machine but	
Selection	all ready made. No	does not have the time	
Construction	time to help her.	to show her. Wants to	
Care		learn.	
Foods	Mother works and leaves	Wants to learn to cook	Studies on dining room table
Planning	evening meal for her	good cakes and pies.	while getting the evening
Buying	to prepare while she		meal.
Preparing	does the outside work.		
Serving			
Housing	Mother leaves the care		
	of the house to the		
	daughter.		

*Indicate family member, if not the mother.

Homemaking Units	Pupil Problems		
	Family is aware of	Girl is aware of	Teacher is aware of
Child Care			Has one older sister. Is only one at home with parents.
Relationships Personal Development	Cries over her lessons at night. Reads out loud and keeps parents awake.	Has to study out loud in order to get anything from it.	
Family Relationship			
Consumer Economics			
Health	Worries over school work too much.		Very nervous and worries.
Other			

Name of Girl Beatrice Council
 Parents' Name Mr. & Mrs. Donald Council
 Date of Visit October 10, 1950

THE HOME VISIT AS A MEANS OF BUILDING A MORE EFFECTIVE HOMEMAKING PROGRAM

Homemaking Units	Pupil Problems		
	Family* is aware of	Girl is aware of	Teacher is aware of
Clothing		Does not like to sew.	Needs help in construction
Buying		Never makes any of her	of clothes as well as
Selection		clothes.	selection and care.
Construction			
Care			
Foods	Very proud of new	Very proud of kitchen,	
Planning	kitchen with all the	but does not like to take	
Buying	cabinets and modern	care of it.	
Preparing	equipment.		
Serving			
Housing	She does not clean the		A new home. Poorly kept.
	house because she		No living room. Front door
	spends all her time		opens into bedroom. Girl
	on boy friend.		shares room with her mother.

*Indicate family member, if not the mother.

	:	:	Pupil Problems	:
Homemaking	:	:		:
Units	:	:		:
	:	Family	Girl	Teacher
	:	is aware of	is aware of	is aware of
	:	:	:	:
Child Care	:	:	:	:
	:	:	:	: Has no brothers or sisters.
	:	:	:	: A drawback to her.
	:	:	:	:
Relationships	:	:	:	:
Personal	:	: Mother is very fond of:	: Plans to get married as	: Nothing interests her except
Development	:	: her boy friend.	: soon as school is out.	: her boy friend. Attends all
	:	: Grandmother lives with:	:	: motorcycle races with him.
	:	: them.	:	:
Family	:	:	:	:
Relationship	:	:	:	:
	:	:	:	:
Consumer Economics	:	:	:	:
	:	:	:	: Spends money on entertain-
	:	:	:	: ment, fairs, etc.
	:	:	:	:
Health	:	:	:	:
	:	:	:	: Very attractive except for
	:	:	:	: <u>extremely</u> long finger nails
	:	:	:	: and painted <u>very</u> dark.
	:	:	:	:
Other	:	:	:	:
	:	:	:	:

Name of Girl Catherine Lou Fuller

Parents' Name Mrs. C. F. Fuller

Date of Visit October 10, 1950

THE HOME VISIT AS A MEANS OF BUILDING A MORE EFFECTIVE HOMEMAKING PROGRAM

Homemaking Units	Pupil Problems		
	Family*	Girl	Teacher
	is aware of	is aware of	is aware of
Clothing	: Makes her nervous to	: Says she cannot sew. Makes	: Says she cannot sew but was
Buying	: sew. Good to help	: none of her clothes. Has	: able to do a good job hemming
Selection	: care for her brother's	: never made anything except	: curtains for foods lab. Has
Construction	: clothes who is away	: things made in Home Ec.	: a feeling she cannot do as
Care	: from home.	: class.	: well as others.
Foods	: Will not prepare any	: Does not like to cook and	: Has the same inferiority
Planning	: meals but will wash	: has never tried at home.	: feeling as about clothing.
Buying	: up dishes while sisters	:	:
Preparing	: cook.	:	:
Serving	:	:	:
Housing	: Likes to take care of	:	: Very pretty large front lawn.
	: house and yard.	:	: Circle driveway. Mother wants
	:	:	: flowers along driveway. Lawn
	:	:	: has large oak trees.

*Indicate family member, if not the mother. Stepfather, also.

Homemaking Units	Pupil Problems		
	Family is aware of	Girl is aware of	Teacher is aware of
Child Care	Greatest joy is doing something for half-brother, 2 yrs. old.	Loves to care for children.	Very happy family. Has five brothers, three sisters and one half-brother.
Relationships Personal Development	Very sensitive. Has always been because of a twin brother who could do everything well.	Has family financial responsibility. Does not date. Sees no sense in it. Thinks as much of step-father as her own.	
Family Relationship			
Consumer Economics	Girl works on second shift in hosiery mill and helps support family.		
Health		Needs to lose some weight.	Overweight.
Other			

Name of Girl Bette Susan Gillan
 Parents' Name Mr. & Mrs. Charlie Gillan
 Date of Visit October 5, 1950

THE HOME VISIT AS A MEANS OF BUILDING A MORE EFFECTIVE HOMEMAKING PROGRAM

Homemaking Units	Pupil Problems		
	Family* is aware of	Girl is aware of	Teacher is aware of
Clothing	: Does not have a machine:	: Wants a machine of her	: Very good interest. Wants
Buying	: for her to sew on.	: own. Does family ironing.	: to take clothing as her
Selection	:	:	: project but does not have
Construction	:	:	: a machine. Has asked to use
Care	:	:	: Dept. machine during study
	:	:	: hall.
Foods	: Very good cook. Only	: Likes to cook.	:
Planning	: girl at home and does	:	:
Buying	: a lot of the work.	:	:
Preparing	:	:	:
Serving	:	:	:
Housing	:	:	: Large house.

* Indicate family member, if not the mother.

	:	:	Pupil Problems	:
Homemaking	:	:		:
Units	:	:		:
	:	Family	Girl	Teacher
	:	is aware of	is aware of	is aware of
	:	:	:	:
Child Care	:	:	:	: Youngest girl in family.
	:	:	:	: Other sisters all married.
	:	:	:	:
Relationships	:	:	:	: Married brother and wife
Personal	:	:	:	: live with them. Father
Development	:	:	:	: has a cork leg and they
	:	:	:	: have to hire most of farm
Family	:	:	:	: work done.
Relationship	:	:	:	:
	:	:	:	:
Consumer Economics	:	Has her own tobacco	Has own money but wants to:	:
	:	money.	save it for awhile.	:
	:	:	:	:
Health	:	:	:	:
	:	:	:	:
Other	:	:	:	:
	:	:	:	:

Name of Girl Kathleen Kellam

Parents' Name Mr. & Mrs. R. W. Kellam

Date of Visit October 10, 1950

THE HOME VISIT AS A MEANS OF BUILDING A MORE EFFECTIVE HOMEMAKING PROGRAM

Homemaking Units	Pupil Problems		
	Family* is aware of	Girl is aware of	Teacher is aware of
Clothing	: Mother very sensitive of	: Likes to sew.	: Sewing machine was up and
Buying	: her physical handicap,	:	: part of their work left out
Selection	: right hand is missing at	:	: from the day before. They
Construction	: her wrist, and takes an	:	: were piecing a quilt.
Care	: interest in her and helps	:	: Working space was very neat.
	: her with her clothes.	:	:
	:	:	:
Foods	: Have three cows. Sell	: Helps wash the milk con-	: She was helping wash the
Planning	: B grade milk.	: tainers. Also helps with	: milk utensils when teacher
Buying	:	: preparing and serving	: visited.
Preparing	:	: meals.	:
Serving	:	:	:
	:	:	:
	:	:	:
Housing	: Appreciated the new home	:	: House very clean and well
	: they had just rented.	:	: kept. A very nice tenant
	:	:	: house. Had moved only
	:	:	: about a month before.

*Indicate family member, if not the mother.

Homemaking Units	Pupil Problems		
	Family is aware of	Girl is aware of	Teacher is aware of
Child Care	: Youngest child. : Handicapped with right: : hand off at wrist.	:	: Has older sisters and is : very proud of them.
Relationships Personal Development	: Only child left with : them.	:	: Very good relationship : with parents.
Family Relationship	:	:	:
Consumer Economics	: Rent their home and : farm.	:	: Have three cows and sell B : grade milk. Very clean with : it. Above the average : renters.
Health	: Underweight and was : born with only one : hand. Also has : asthma trouble.	: Sensitive of her missing : hand.	:
Other	:	:	:

Name of Girl Dorothy Kitter
 Parents' Name Mr. & Mrs. J. S. Kitter
 Date of Visit October 3, 1950

THE HOME VISIT AS A MEANS OF BUILDING A MORE EFFECTIVE HOMEMAKING PROGRAM

Homemaking Units	Pupil Problems		
	Family* is aware of	Girl is aware of	Teacher is aware of
Clothing	Mother very proud of	Does not have the time she	Making a bridesmaid gown
Buying	girl's ability. leaves	needs because of having to	for project. Needed finish-
Selection	all up to girl to do.	help with the 11 acres of	ing touch techniques or
Construction	Would like for her to	tobacco and 800 hens.	aid.
Care	have more time for		
	construction.		
Foods			Helps prepare and serve
Planning			meals for the family.
Buying			
Preparing			
Serving			
Housing	Has new brick home but	Desires more equipment	A very attractive new home
	would like more equip-	for inside.	and very well kept.
	ment.		

* Indicate family member, if not the mother.

	:	Pupil Problems		
Homemaking	:			
Units	:			
	:	Family	Girl	Teacher
	:	is aware of	is aware of	is aware of
	:			
Child Care	:	Has one brother which		
	:	has been spoiled by		
	:	difference in age.		
	:			
Relationships	:	Two girls have spoiled:		
Personal	:	their only brother.		
Development	:	Too much difference in:		
	:	age.		
Family	:			
Relationship	:			
	:			
Consumer Economics	:			
	:			
	:			
Health	:	Sensitive of freckles.		Underweight.
	:			
Other	:			
	:			

Name of Girl Rose Langley
 Parents' Name Rev. & Mrs. Charlie Langley
 Date of Visit October 9, 1950

THE HOME VISIT AS A MEANS OF BUILDING A MORE EFFECTIVE HOMEMAKING PROGRAM

Homemaking Units	Pupil Problems		
	Family* is aware of	Girl is aware of	Teacher is aware of
Clothing	Mother cannot sew and	Likes to sew better than	
Buying	desires girl to learn	anything else.	
Selection	to sew more than any-		
Construction	thing else.		
Care			
Foods	Likes to eat the foods:	Does not care for cooking	
Planning	she should not eat.	but loves to eat.	
Buying	Tries to help her not		
Preparing	gain weight.		
Serving			
Housing		Room does not afford ample:	
		room or closet space.	

* Indicate family member, if not the mother. Father also.

	:	Pupil Problems		
Homemaking Units	:			
	:	Family	Girl	Teacher
	:	is aware of	is aware of	is aware of
	:			
Child Care	:		Has younger brothers and	
	:		sisters. Helps care for	
	:		them.	
	:			
Relationships	:			Father is a preacher and
Personal	:			is interested in children
Development	:			and helps them.
	:			
Family	:			
Relationship	:			
	:			
Consumer Economics	:			
	:			
	:			
Health	:	Parents worried about	Sensitive of her rapid	A little overweight. Has
	:	her. Has had two	gaining of weight.	pimples on face.
	:	operations (last year):		
	:	and has thyroid		
	:	trouble.		
	:			
	:			
Other	:			
	:			

Name Callie Maness

Parents' Name Mr. & Mrs. T. M. Maness

Date of Visit October 10, 1950

THE HOME VISIT AS A MEANS OF BUILDING A MORE EFFECTIVE HOMEMAKING PROGRAM

Homemaking Units	Pupil Problems		
	Family*	Girl	Teacher
	is aware of	is aware of	is aware of
Clothing	Mother is proud of	Likes to sew.	Was embroidering pot holders.
Buying	her sewing.		Her work was very neat and
Selection			good.
Construction			
Care			
Foods	Prepares evening meal.	Prepares evening meal.	Seems very dependable.
Planning			
Buying			
Preparing			
Serving			
Housing	Building an inside bath.	Very proud of the re- modeling.	House well kept. Bathroom on back.

*Indicate family member, if not the mother.

	:		:		:
	:		:		:
	:	Pupil Problems			
Homemaking	:		:		:
Units	:		:		:
	:	Family	:	Girl	:
	:	is aware of	:	is aware of	:
	:		:	Teacher	:
	:		:	is aware of	:
Child Care	:		:		:
	:		:	Only girl at home.	:
	:		:		:
	:		:		:
Relationships	:		:		:
Personal	:		:		:
Development	:		:		:
	:		:		:
Family	:		:		:
Relationship	:		:		:
	:		:		:
Consumer Economics	:		:		:
	:	Has worried over the	:	Also concerned with the	:
	:	work of the tenant.	:	tenant and his work habits.	:
	:	Had to ask them to	:		:
	:	move from farm.	:		:
	:		:		:
Health	:		:		:
	:		:		:
Other	:		:		:
	:		:		:

Name of Girl Pauline Maness
 Parents' Name Mr. & Mrs. T. L. Maness
 Date of Visit October 4, 1950

THE HOME VISIT AS A MEANS OF BUILDING A MORE EFFECTIVE HOMEMAKING PROGRAM

Homemaking Units	Pupil Problems		
	Family* is aware of	Girl is aware of	Teacher is aware of
Clothing	: Likes to sew. Makes	: Has two smaller sisters	:
Buying	: own clothes and some	: and sews for them. Took	:
Selection	: for smaller sisters.	: that for project one year.	:
Construction	: Buys her own.	:	:
Care	:	:	:
Foods	: Prepares evening meal	: Family works in Burlington:	:
Planning	: for family.	: and she prepares evening	:
Buying	:	: meal and has it ready for	:
Preparing	:	: them.	:
Serving	:	:	:
Housing	: House not large enough.	: Has to share room with two:	: House very attractive but
	:	: smaller sisters.	: small. Has only two bedrooms.
	:	:	:

*Indicate family member, if not the mother.

	:	Pupil Problems		
Homemaking	:			
Units	:			
	:	Family	Girl	Teacher
	:	is aware of	is aware of	is aware of
	:			
Child Care	:	Looks after two small-		
	:	er sisters in evening.		
	:			
Relationships	:			
Personal	:	Mother has hobby of	Cousin lives with them.	Cousin living with them,
Development	:	collecting shoes.	Considerate of his sleep-	working on the third shift.
	:	Family help her and	ing hours. Keeps sisters	Using bedroom while parents
	:	buy them for her when	still so he can sleep.	are working.
Family	:	they see one she does		
Relationship	:	not have.		
	:			
Consumer Economics	:			
	:			
Health	:			
	:			
Other	:			
	:			

Name of Girl Frances Phillips
 Parents' Name Mr. & Mrs. Robert Phillips
 Date of Visit October 4, 1950

THE HOME VISIT AS A MEANS OF BUILDING A MORE EFFECTIVE HOMEMAKING PROGRAM

Homemaking Units	Pupil Problems		
	Family* is aware of	Girl is aware of	Teacher is aware of
Clothing	: Likes to sew but does	:	: Selects her clothes very
Buying	: not have much time.	:	: well to take care of a scar
Selection	:	:	: on her neck.
Construction	:	:	:
Care	:	:	:
Foods	: Wants to get married.	: Realizes she does not know:	:
Planning	: Had never taken	: much about food prepara-	:
Buying	: interest in foods un-	: tion and wants to learn	:
Preparing	: til this summer. Got	: before she gets married.	:
Serving	: brother-in-law to be-	:	:
	: gin teaching her.	:	:
Housing	:	:	: Lives with an oldersister
	:	:	: and her family but has a
	:	:	: room of her own.

*Indicate family member, if not the mother. Sister with whom she lives.

Homemaking Units	Pupil Problems		
	Family is aware of	Girl is aware of	Teacher is aware of
Child Care	: Is good to her three : nieces and helps care : for them.	: Wants to know how to take : complete care of children.	: Gets plenty of training : with children.
Relationships Personal Development	: Plans to get married : soon.		: Lives with sister. Parents : live with another one of : her sisters.
Family Relationship			
Consumer Economics	: Works after school : for own money.		: Works in Silver's Dime store : in evenings and on Saturdays.
Health			: Very attractive. Has large : scar on neck.
Other			

Name of Girl Jenny Williams

Parents' Name Mr. & Mrs. W. J. Williams

Date of Visit October 10, 1950

THE HOME VISIT AS A MEANS OF BUILDING A MORE EFFECTIVE HOMEMAKING PROGRAM

Homemaking Units	Pupil Problems		
	Family*	Girl	Teacher
	is aware of	is aware of	is aware of
Clothing	Mother desires daugh-		Does washing and ironing
Buying	ter to learn to make		for family and cares for
Selection	her own clothes so she		the house.
Construction	can have more time for		
Care	other things when she		
	returns from work.		
Foods	Has family responsi-	Prepares evening meal for	
Planning	bility. Prepares	family and has it ready	
Buying	evening meal every day	when they return from work:	
Preparing		at seven.	
Serving			
Housing		Does the housework for	Large pretty house on top
		mother. Needs more	of a hill. Lots of shrubbery
		closets.	planted around house and drive-
			way.

* Indicate family member, if not the mother.

	:	:	:	:
	:	:	:	:
Homemaking	:	Pupil Problems		
Units	:	:	:	:
	:	Family	Girl	Teacher
	:	is aware of	is aware of	is aware of
	:	:	:	:
Child Care	:	:	:	:
	:	Has younger sister to	:	:
	:	care for while parents	:	:
	:	work.	:	:
	:	:	:	:
Relationships	:	:	:	:
Personal	:	:	:	:
Development	:	:	:	:
	:	:	:	:
Family	:	:	:	:
Relationship	:	:	:	:
	:	:	:	:
Consumer Economics	:	:	:	:
	:	:	:	:
Health	:	:	:	:
	:	:	:	:
Other	:	:	:	:
	:	:	:	:

APPENDIX B

PROBLEMS IN THE SEVEN HOMEMAKING AREAS
TRANSFERRED FROM INDIVIDUAL PUPIL'S FORM

GIRLS' CLOTHING PROBLEMS

Problems Family is aware of

Problems Girl is aware of

Problems Teacher is aware of

Dorothy

Mother leaves all the sewing for her to do. Very proud of her ability.

Does not have time she needs because of having to help with 11 acres of tobacco and 800 hens.

Making a Bridesmaid gown for project. Needed finishing touch techniques.

Bette Susan

Does not have a machine for her to sew on. Mother says she is too nervous to teach her.

Wants a machine of her own. Does family ironing.

Has asked to take clothing for a project and to use the department's machine during her study hall.

Pauline

Likes to sew. Makes clothes for smaller sister while mother works in town.

Sews for two smaller sisters. Took that as her project last year.

Knows how to select her own and buys good and well-constructed garments. Hires pajamas made.

Josephine Ann

Makes none of her clothes. Mother does not have time to help her.

Wants to learn. Mother has a machine but will not take time to help her.

Knows how to select her own and buys good and well-constructed garments. Hires pajamas made.

Rose

Mother cannot sew and desires daughter to learn it more than anything else.

Likes to sew.

Has a scar on her neck. Selects her clothes very well to take care of it.

Frances

Likes to sew but does not have time. Works in dime store after school.

Problems Family is aware of

Problems Girl is aware of

Problems Teacher is aware of

Beatrice

Does not like to sew. Never makes any of her clothes.

Needs help in construction of clothes as well as selection and care of them.

Catherine Lou

Makes her nervous to have to sew. Likes to wash and iron and take care of her twin brother's clothes.

Says she cannot sew. Makes none of her clothes. Has never tried to make anything except garments made in class.

Says she cannot sew but was able to do a good job hemming curtains for the food's lab. Wanted to hem more after she hemmed the first one.

Jenny

Mother works in town. Desires daughter to learn to make her own clothes so she can have more time to do other things when she returns home from work.

Daughter does washing and ironing for family and cares for the house.

Callie

Mother is proud of her sewing ability.

Likes to sew.

Was embroidering pot holders when the teacher visited her. Her work was very neat and good.

Kathleen

Mother is very sensitive of her physical handicap, right hand is missing at her wrist, and takes an interest in her and helps her with her clothes.

Likes to sew.

Sewing machine was up and part of their work was left out from the day before. They were piecing a quilt. Their work was very neat and their working space was extremely orderly.

GIRLS' FOOD PROBLEMS

Problems Family is aware of	Problems Girl is aware of	Problems Teacher is aware of
<u>Dorothy</u>		Helps prepare and serve meals for the family.
<u>Bette Susan</u> Very good cook. Only girl at home and does most of the work.	Likes to cook.	
<u>Pauline</u> Prepares evening meal.	Family works in Burlington and she prepares evening meal and has it ready for them.	
<u>Josephine Ann</u> Mother leaves the evening meal for her to prepare while she does the outside work.	Wants to learn to cook good pies and cakes.	Studies on dining table while getting evening meal.
<u>Rose</u> Likes to eat the foods she should not eat. Tries to help her not gain weight.	Does not care for cooking but loves to eat.	A little overweight.
<u>Frances</u> Wants to get married. Had never taken interest in foods until this summer. Got brother-in-law to begin teaching her.	Realizes she does not know much about food preparation and wants to learn before she gets married.	

Problems Family is aware of

Problems Girl is aware of

Problems Teacher is aware of

Beatrice

Very proud of new kitchen
with all the cabinets and
modern equipment.

Very proud of kitchen but does
not like to take care of it.

Catherine Lou

Will not prepare any meals
at home but will wash up
dishes while sister cooks.

Does not like to cook and has
never tried at home.

Has the feeling she cannot do as
well as the others.

Jenny

Has family responsibility.
Prepares evening meal.

Prepares evening meal for family
and has it ready for them when
they return from work at seven.

Callie

Prepares evening meal.

Prepares evening meal.

Seems very dependable.

Kathleen

She was helping her mother wash
the milk utensils. They sell milk.

GIRLS' HOUSING PROBLEMS

Problems Family is aware of	Problems Girl is aware of	Problems Teacher is aware of
<u>Dorothy</u> Has new brick home but would like more equipment.	Desires more furniture.	A very attractive new home and very well kept.
<u>Bette Susan</u>		Large house.
<u>Pauline</u> House not large enough.	Has to share room with two smaller sisters.	House very attractive but small. Has only two bedrooms.
<u>Josephine Ann</u> Mother leaves the care of house to daughter.		
<u>Rose</u>	Room does not afford ample closet space.	
<u>Frances</u>		Lives with an older sister and her family but has a room to self.
<u>Beatrice</u> She does not clean the house because she spends all her time with boy friend.		A pretty new home. Poorly kept. No living room. Front door opens into bedroom. Girl shares room with mother.

Problems Family is aware of

Problems Girl is aware of

Problems Teacher is aware of

Catherine Lou

Likes to take care of house
and yard.

Has a very pretty large front lawn
with big oak trees. Circle drive-
way. Mother wants flowers planted
along driveway.

Jenny

Does the housework for mother.
Needs more closet space.

Large pretty house on top of hill.
Lots of shrubbery around house and
along the driveway.

Callie

Building an inside bathroom.

Very proud of the remodeling.

House well kept. Bathroom on back.

Kathleen

Rent home

Had just moved about a month before.
House was very clean and well kept.

GIRLS' CHILD CARE PROBLEMS

Problems Family is aware of

Problems Girl is aware of

Problems Teacher is aware of

Dorothy

Has one brother which has been spoiled because of difference in age from sisters.

Bette Susan

Youngest girl in family. Other sisters all married.

Pauline

Looks after two smaller sisters until family gets home from work.

Josephine Ann

Has one older sister. Only one at home with parents.

Rose

Has younger brothers and sisters. Helps care for them.

Frances

Helps sister with her three children.

Wants to learn to take full responsibility for children and give them proper care.

Gets plenty of experience with her nieces.

Beatrice

Has no brothers or sisters. Is a drawback to her.

Problems Family is aware of

Problems Girl is aware of

Problems Teacher is aware of

Catherine Lou

Greatest joy is doing something
for her little half-brother
who is 2 yrs. old.

Loves to care for children.

Very happy family. Twelve children
in it.

Jenny

Has younger sisters to care for
while parents work.

Callie

Only girl at home.

Has younger brother. Lost one
brother in army.

Kathleen

Youngest child. Handicapped
with right hand off at wrist.

Has older sisters and is very proud
of them.

GIRLS' RELATIONSHIP PROBLEMS

Problems Family is aware of	Problems Girl is aware of	Problems Teacher is aware of
<u>Dorothy</u> Two girls have spoiled their only brother. Too much difference in age.		
<u>Bette Susan</u>		Married brother and wife live with them. Father has a cork leg and most of the farm work has to be hired.
<u>Pauline</u> Mother has hobby of collecting shoes. Family help her and buy them for her when they see one she does not have.	Cousin lives with them. Keeps smaller sisters still so he can sleep.	Cousin living with them. Working on third shift using bedroom while parents work.
<u>Josephine Ann</u> Cries over her lessons at night. Reads aloud and keeps parents awake.	Has to read aloud in order to get anything from it.	
<u>Rose</u>		Father is a preacher and is interested in children and helps them.

Problems Family is aware of

Problems Girl is aware of

Problems Teacher is aware of

Frances

Plans to get married soon.

Lives with sister. Parents live with another sister.

Beatrice

Mother is very fond of her boy friend. Grandmother lives with them.

Plans to get married as soon as school is out.

Nothing interests her except her boy friend. Attends all motorcycle races with him.

Catherine Lou

Very sensitive. Has always been because of a twin brother who could always do everything well.

Has family financial responsibilities. Does not date. Sees no sense in it.

Oldest girl. Takes over family responsibilities of caring for other members of the family while parents work.

Jenny

Family very close to one another. Still hurt from loss of son in the army.

Callie

Very good relationship with parents.

Kathleen

Only child left with them.

GIRLS' CONSUMER ECONOMICS PROBLEMS

Problems Family is aware of	Problems Girl is aware of	Problems Teacher is aware of
<u>Dorothy</u>		
<u>Bette Susan</u>		
Has her own money from tobacco crop.	Has her own money but wants to save it for awhile.	
<u>Pauline</u>		
<u>Josephine Ann</u>		
<u>Rose</u>		
<u>Frances</u>		
Works after school for own money.		Works in Silver's Dime store after school and Saturdays.
<u>Beatrice</u>		
		Thinks more about entertainment such as fairs, etc, when it is needed elsewhere. Mother works in hosiery mill. Father is a cab driver.
<u>Catherine Lou</u>		
Works on second shift in hosiery mill and helps support family.		
<u>Jenny</u>		

Problems Family is aware of

Problems Girl is aware of

Problems Teacher is aware of

Callie

Worried over the work of the tenant. Had to ask them to move from the farm.

Also concerned with the tenants and their work habits.

Well-to-do farmers.

Kathleen

Rent their home and farm.

Have three cows and sell milk.
Very clean with their milk.
Above the average renters.

GIRLS' HEALTH PROBLEMS

Problems Family is aware of	Problems Girl is aware of	Problems Teacher is aware of
<u>Dorothy</u>	Sensitive of freckles.	Underweight.
<u>Bette Susan</u>		
<u>Pauline</u>		
<u>Josephine Ann</u> Worries over school work too much.		Very nervous and worries.
<u>Rose</u> Parents worried about her. Had two operations last year and has thyroid trouble.	Sensitive of her rapid gaining of weight.	A little overweight. Had pimples on face.
<u>Frances</u>		Very attractive girl. Has a bad scar on her neck.
<u>Beatrice</u>		<u>Extremely</u> long fingernails and painted <u>very</u> dark.
<u>Catherine Lou</u> Overweight.	Needs to lose weight.	Overweight.
<u>Jenny</u>		
<u>Callie</u>		
<u>Kathleen</u> Underweight and was born with only one hand. Also has asthma.	Sensitive of her missing hand.	